

Forest Acres Elementary

401 McAlister Rd
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	684 Students	
Principal	Betty Randolph	864-855-7865
Superintendent	Dr. Lee M. D'Andrea	864-855-8150
Board Chair	Mrs. Shirley Jones	864-855-1459

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	30	5	0	1

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes
2005	Excellent	Excellent	Yes
2006	Good	Good	No

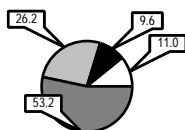
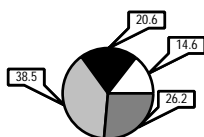
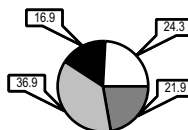
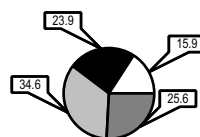
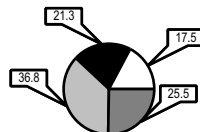
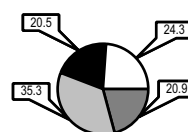
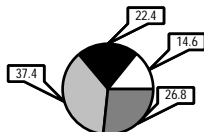
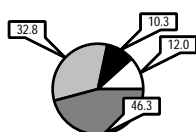
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	315	97.5	8.8	26.3	54.9	10.1	73.4	Yes	Yes
Gender									
Male	149	96.0	9.5	27.7	56.9	5.8	72.3	N/A	N/A
Female	166	98.8	8.1	25.0	53.1	13.8	74.4	N/A	N/A
Racial/Ethnic Group									
White	281	97.5	7.2	25.3	57.0	10.6	75.5	Yes	Yes
African American	25	96.0	30.4	34.8	30.4	4.3	47.8	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	274	99.3	6.4	25.2	57.5	10.9	76.7	N/A	N/A
Disabled	41	85.4	29.0	35.5	32.3	3.2	45.2	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	315	97.5	8.8	26.3	54.9	10.1	73.4	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	315	97.5	8.8	26.3	54.9	10.1	73.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	78	93.6	21.9	34.4	39.1	4.7	46.9	Yes	Yes
Full-pay meals	237	98.7	5.2	24.0	59.2	11.6	80.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	315	99.0	13.6	38.4	26.5	21.5	64.2	Yes	Yes
Gender									
Male	149	98.7	12.1	40.4	23.4	24.1	64.5	N/A	N/A
Female	166	99.4	14.9	36.6	29.2	19.3	64.0	N/A	N/A
Racial/Ethnic Group									
White	281	98.9	11.5	39.0	26.4	23.0	66.5	Yes	Yes
African American	25	100.0	33.3	37.5	20.8	8.3	33.3	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	274	100.0	10.1	38.8	28.4	22.8	67.9	N/A	N/A
Disabled	41	92.7	41.2	35.3	11.8	11.8	35.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	315	99.0	13.6	38.4	26.5	21.5	64.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	315	99.0	13.6	38.4	26.5	21.5	64.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	78	97.4	26.9	47.8	14.9	10.4	38.8	Yes	Yes
Full-pay meals	237	99.6	9.8	35.7	29.8	24.7	71.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	315	98.7	23.9	36.4	23.0	16.7	39.7
Gender							
Male	149	98.0	22.4	33.6	22.4	21.7	44.1
Female	166	99.4	25.3	38.9	23.5	12.3	35.8
Racial/Ethnic Group							
White	281	98.9	21.0	37.9	23.2	18.0	41.2
African American	25	96.0	58.3	25.0	12.5	4.2	16.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	274	100.0	19.4	38.4	23.1	19.0	42.2
Disabled	41	90.2	56.8	21.6	21.6	0.0	21.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	315	98.7	23.9	36.4	23.0	16.7	39.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	315	98.7	23.9	36.4	23.0	16.7	39.7
Socio-Economic Status							
Subsidized meals	78	96.2	42.0	39.1	14.5	4.3	18.8
Full-pay meals	237	99.6	18.6	35.6	25.4	20.3	45.8

Social Studies							
All Students	315	98.7	15.7	34.4	25.6	24.3	49.8
Gender							
Male	149	98.0	11.9	32.2	30.8	25.2	55.9
Female	166	99.4	19.1	36.4	21.0	23.5	44.4
Racial/Ethnic Group							
White	281	98.9	14.0	34.6	25.7	25.7	51.5
African American	25	96.0	41.7	29.2	16.7	12.5	29.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	274	100.0	11.6	35.4	26.5	26.5	53.0
Disabled	41	90.2	45.9	27.0	18.9	8.1	27.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	315	98.7	15.7	34.4	25.6	24.3	49.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	315	98.7	15.7	34.4	25.6	24.3	49.8
Socio-Economic Status							
Subsidized meals	78	96.2	29.0	42.0	20.3	8.7	29.0
Full-pay meals	237	99.6	11.9	32.2	27.1	28.8	55.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	104	99.0	3.0	20.2	53.5	23.2	76.8
	4	105	100.0	8.8	33.3	49.0	8.8	57.8
	5	96	100.0	10.6	33.0	50.0	6.4	56.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	96.2	9.2	24.5	52.0	14.3	66.3
	4	104	96.2	5.1	30.3	60.6	4.0	64.6
	5	107	100.0	12.0	24.0	52.0	12.0	64.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	104	100.0	4.0	49.0	34.0	13.0	47.0
	4	105	100.0	11.8	39.2	28.4	20.6	49.0
	5	96	100.0	12.8	34.0	20.2	33.0	53.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	16.7	47.1	28.4	7.8	36.3
	4	104	97.1	13.0	34.0	28.0	25.0	53.0
	5	107	100.0	11.0	34.0	23.0	32.0	55.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	104	100.0	20.0	46.0	29.0	5.0	34.0
	4	105	100.0	23.5	38.2	20.6	17.6	38.2
	5	96	100.0	19.1	28.7	19.1	33.0	52.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	26.5	44.1	20.6	8.8	29.4
	4	104	96.2	22.3	37.9	24.3	15.5	39.8
	5	107	100.0	23.0	27.0	24.0	26.0	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	104	100.0	5.0	37.0	29.0	29.0	58.0
	4	105	100.0	13.7	42.2	26.5	17.6	44.1
	5	96	100.0	14.9	24.5	26.6	34.0	60.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	13.7	34.3	32.4	19.6	52.0
	4	104	96.2	15.5	24.3	33.0	27.2	60.2
	5	107	100.0	18.0	45.0	11.0	26.0	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 684)				
First graders who attended full-day kindergarten	100.0%	Up from 97.1%	100.0%	100.0%
Retention rate	2.5%	Up from 1.6%	1.8%	2.8%
Attendance rate	97.2%	Down from 97.3%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%	Down from 4.6%	0.6%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Down from 3.9%	0.5%	0.0%
Eligible for gifted and talented	21.0%	Down from 22.2%	20.1%	10.4%
On academic plans	26.9%	N/AV	22.2%	33.6%
On academic probation	0.0%	N/AV	1.1%	1.0%
With disabilities other than speech	6.2%	Up from 5.9%	6.4%	7.5%
Older than usual for grade	0.5%	No change	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	51.3%	Up from 41.7%	55.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 88.5%	89.4%	87.3%
Teacher attendance rate	96.9%	Down from 97.1%	95.4%	94.9%
Average teacher salary	\$40,872	Up 0.7%	\$43,364	\$42,485
Prof. development days/teacher	10.1 days	Down from 12.1 days	11.7 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	4.5	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 22.1 to 1	20.1 to 1	18.6 to 1
Prime instructional time	93.2%	Down from 93.5%	91.0%	89.7%
Dollars spent per pupil*	\$5,898	Up 8.3%	\$5,993	\$6,557
Percent of expenditures for teacher salaries*	57.0%	Down from 62.3%	66.0%	64.0%
Percent of expenditures for instruction*	59.7%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Forest Acres is a high achieving student-centered elementary school built on skilled and caring teachers, a committed administration, and a community of active and supportive parents. Forest Acres was again awarded the Gold Award for excellent student achievement. High student achievement at Forest Acres Elementary is traditional.

School-wide and school/community communications are a continuing focus. Our school web site, weekly classroom newsletters, and a monthly school newsletter are communication elements in our school plan. Forest Acres Elementary School is designated as a Red Carpet Award school for excellent school customer service. The Red Carpet award is evidence of the strength of our school, parent, and community partnership in providing the best education possible for every student.

Safety and maintenance concerns are a high priority. Forest Acres has a full-time nurse to address student health and accident concerns. All students have been trained in safety issues, and we have revised our student pick-up procedures. Safety and security plans remain under constant review.

Forest Acres places a strong focus on Character Education with an emphasis on assisting students in developing an ability to recognize positive character traits in themselves and others. A different positive character trait is emphasized each month. Classroom teachers used a variety of methods to incorporate the character trait into lessons and activities.

Forest Acres Elementary School provides extended day activities through an After School Care program, and after-school academic assistance. A weeklong program of visiting artists enriches our curriculum and exposes all of our students to a variety of art forms. The Student Council sponsored an Angel Tree project as service to the community. Students raised funds for the American Heart Association by participating in Jump Rope for Heart. The Forest Acres PTA funded major expansion of our school Media Center collection.

Our school campus boasts a beautiful courtyard area complete with a water garden, an arbor, and benches. We also have a greenhouse area and Nature Trail for environmental investigation to encourage hands-on environmental studies.

A new Code of Conduct was developed and implemented for the 2005-06 School Year. The School Improvement Council, teachers, and the PTA had input. The School Improvement Council survey of discipline, safety, and traffic at the school showed parent satisfaction of the school in all three areas.

Jon Humphrey, School Improvement Committee Chairman
Betty Randolph, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	87	43
Percent satisfied with learning environment	100.0%	92.0%	95.3%
Percent satisfied with social and physical environment	100.0%	88.1%	90.5%
Percent satisfied with school-home relations	97.3%	91.8%	92.9%

*Only students at the highest elementary school grade level at this school and their parents were included.